

**IUPUC**

DIVISION OF HEALTH SCIENCES

**Indiana University-Purdue University Columbus (IUPUC)
Expectations for Promotion and/or Tenure
Division of Health Sciences**

The prior Division of Health Sciences (DHS) Promotion and Tenure criteria have been retired.

On April 13, 2023, as part of the integration of DHS to the Indiana University School of Nursing (IUSON) Core Campuses, the DHS faculty voted to adopt the Promotion and Tenure guidelines of the IUSON Core. Nursing faculty at IUPUC can access this document on One.IU via the following pathway:

One.iu.edu → search for “Nursing” in the search bar → select the “Bylaws, Policies, and Procedures” tile → select the “Faculty Policies” folder → open the “AFS-64 Appointment, Promotion, and Tenure” document.

Indiana University-Purdue University Columbus (IUPUC)

Expectations for Promotion and/or Tenure

Division of Liberal Arts

A. Introduction

Promotion and tenure decisions are critical to the future of IUPUC and to its faculty individually and collectively. Therefore, it is essential that each candidate for promotion and/or tenure be treated fairly and evaluated using clearly stated criteria.

This document describes specific criteria to be used for promotion and/or tenure evaluations at IUPUC, while acknowledging the subjective value judgments and flexibility required by the process. Division heads should provide these criteria to each faculty member soon after initial appointment and should make all necessary efforts to address faculty members' questions and concerns about the criteria.

These criteria also serve as a basis for annual reviews of faculty, and division heads should provide each faculty member with an unambiguous written assessment of his/her performance each year. These criteria are also used during the Three Year Review of tenure-track faculty, which provides a formative assessment (separate from the annual review) of the individual's professional development and prospects for being recommended for tenure at the end of the probationary period.

Regarding promotion, the ***Indiana University Academic Handbook*** states:

Teaching, research and creative work, and services which may be administrative, professional, or public are long-standing University promotion criteria. Promotion considerations must take into account, however, differences in mission between campuses, and between schools within some campuses, as well as the individual's contribution to the school / campus missions. The relative weight attached to the criteria above should and must vary accordingly. A candidate for promotion [or tenure] should normally excel in at least one of the above categories and be at least satisfactory (research/creative activity; service) or effective (teaching) in the others. In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university. In all cases the candidate's total record should be assessed by comprehensive and rigorous peer review. Promotion to any rank is a recognition of past achievement and a sign of confidence that the individual is capable of greater responsibilities and accomplishments.

With regard to tenure, the *Handbook* states:

After the appropriate probationary period, tenure shall be granted to those faculty members ... whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles. The criteria for tenure and the criteria for promotion are similar, but not identical ... Tenure will generally not be conferred unless the faculty member... achieves, or gives strong promise of achieving, promotion in rank within the University.

The main objective of the promotion and tenure process is to retain and reward faculty who are making significant contributions to their programs, divisions, IUPUC, and the University. Each candidate is to be evaluated with this primary objective in mind, recognizing that there are many ways faculty may contribute.

Peer review is the principle that underlies promotion and tenure decisions, thus these decisions are to be made substantively at the program (primary) level, where the faculty member's activities are best known and can best be evaluated. Primary level decisions must be made rigorously and subsequent evaluations will consider whether stated criteria have been satisfied and whether evaluation procedures have been followed satisfactorily. However, regardless of how explicitly criteria for teaching, research, and service are stated, evaluations will involve value judgments which are in part subjective. Evaluators at every level use their experience and judgment to decide whether criteria have been met and exercise flexibility in weighting responsibilities and commitments across areas of faculty work as each candidate's case requires.

The primary mechanism for evaluation of scholarship, whether in teaching, research, or service is through the dissemination of peer-reviewed works, including papers, books and book chapters, and conference presentations. Although these criteria provide specific numbers of published works as a general guideline for evidence of excellence, simply counting these products is not adequate; some works are more significant than others and flexibility is needed to address this. It is important to evaluate the intellectual content of the works and their impact or potential impact. Work that breaks new ground is more significant than work that is routine or which simply extends the work of others in a straightforward way. A smaller body of high impact works may be judged a greater contribution than a larger body of lower impact works. In evaluating co-authored work, it is essential that the contribution of the candidate be clearly described.

Below are criteria for promotion and/or tenure for the faculty classifications at IUPUC. Because dissemination of peer-reviewed work is required for advancement, quantitative guidelines are provided for these requirements. Other items provide further evidence in support of meeting performance levels in the categories of faculty work, and while faculty are NOT required to accomplish all of these additional items, those achieved should be addressed in dossiers and reviews.

B. Tenure Track Faculty

Promotion to associate or full professor requires excellent performance in at least one of the areas of teaching, research, or service, and at least satisfactory performance in the other two areas. Unsatisfactory performance in any area will preclude promotion or award of tenure. In some instances, but currently not in Purdue programs, promotion based on a balanced case may be possible, which requires a rating of highly satisfactory in each area of faculty work.

Promotion from Assistant Professor to Associate Professor (with tenure):

1) Criteria for research or creative activity

With research or creative activity as the declared area of excellence, candidates must fulfill each of the following:

- a) show an emerging national reputation of his/her contribution to the field, including through peer review by external evaluators, as well as by other indications (e.g., citations, awards) that the candidate is contributing to important conversations in the field. While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) in rank.
- b) submit his/her most representative publications in rank reflecting major research or creative accomplishments. Whether the publication is a scholarly book, an edited volume, a book chapter, journal article, or grant that reflects a significant and evolving research agenda, or a body of creative work, evidence of significant contribution to the field, and national recognition of its quality should be provided. The impact of the scholarship should be demonstrated through national and/or international dissemination through scholarly journals and academic presses, particularly those that are peer reviewed.
- c) show contributions to relevant conversations in the field such as presenting conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. While the quality of scholarly work is more important than quantity, candidates are expected to make **at least five presentations** at regional, national, and/or international scholarly conferences in their field while in rank.

With teaching as the declared area of excellence, the candidate must receive a rating of **satisfactory performance in research** by meeting criteria a, b, and c.

- a) An active research program resulting in at least one peer reviewed research publication in rank, consisting of articles in reputable journals, scholarly books, book chapters, proceedings, or other equivalent publications.
- b) A record of at least two peer reviewed research presentations at regional, national and/or international conferences while in rank.
- c) Some of the following activities:
 - i) A record of continued development as an independent researcher
 - ii) Research grants
 - iii) Proposals for research grants
 - iv) Mentoring undergraduate and/or graduate research
 - v) Honors or awards for research
 - vi) Citations of research publications
 - vii) Invitations to review submissions for professional journals or conferences
 - viii) Invitations to serve on editorial boards, etc.
 - ix) Other evidence that a research program has achieved emerging regional or national recognition for its contributions to a field

2) Criteria for teaching

With teaching as the declared area of excellence, candidates must fulfill each of the following:

- a) show an emerging national reputation for outstanding teaching practice and scholarship grounded in sophisticated knowledge of pedagogical theory and documented contributions to student learning. Evidence should be apparent in syllabi and other course materials, student evaluations and testimonials, peer reviews of teaching, and teaching awards. While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** related to teaching and learning in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) in rank
- b) submit his/her most significant publications in rank within the scholarship of teaching and learning. Whether the teaching and learning related publication is a scholarly book, an edited volume, a book chapter, journal article, or grant, evidence of significant contribution to teaching and learning, and national recognition of its quality should be provided. The impact of the scholarship should be demonstrated through national and/or international dissemination through scholarly pedagogy journals and academic presses, particularly those that are peer reviewed;
- c) show leadership in developing and disseminating effective instructional and curricular products as well as teaching methodologies through conference papers at national and international conferences as well as other appropriate local, regional, national, and/or international venues. While the quality of scholarly work is more important than quantity, candidates are typically expected to make **at least five presentations** related to teaching and learning at regional, national, and/or international scholarly conferences while in rank. Such leadership can also be demonstrated by serving as a reviewer or editor for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning.
- d) document extensive work beyond the classroom with students, such as directing independent studies, internships, M.A. theses, service learning and/or undergraduate research projects. Evidence documenting appropriate learning outcomes for each activity should be provided:

With research as the declared area of excellence, the candidate must receive a rating of **satisfactory performance in teaching** by meeting criteria a, b, c, and d.

- a) Student satisfaction measures that are consistently favorable or have improved over time.
- b) A record of continuing peer evaluation that indicates satisfactory teaching.
- c) A reasonable teaching load that represents a fair share of the division's teaching responsibility to meet student and program needs.
- d) Some of the activities on the following list:

- i) Other published materials pertaining to teaching, such as manuals or innovative curricular materials
- ii) A teaching load that contributes significantly to the division's teaching responsibility to meet student and program needs
- iii) Demonstrated measurable student learning outcomes
- iv) Incorporation of high impact practices in teaching
- v) Teaching grants
- vi) Proposals for teaching grants
- vii) Honors or awards for teaching
- viii) Significant mentoring of students, including directing student research, internships, etc.
- ix) Effective student advising
- x) Documented efforts to improve teaching, which may include course or program development or curricular changes, mentoring faculty, and presenting or attending workshops on teaching
- xi) Serving as a reviewer for scholarship of teaching and learning journals or academic presses which publish work on teaching and learning
- xii) Other evidence that of an emerging regional or national recognition for outstanding teaching practice

3) Criteria for service

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. Most tenure-track faculty also participate in disciplinary service which supports and develops the research and professional goals of their discipline. Service is not typically pursued in this division as an area of advancement from assistant to associate professor.

With research or teaching as the declared area of excellence, the candidate must receive a rating of **satisfactory performance in service** by meeting criteria a and b.

- a) Consistently performing one's fair share of service to one's academic program, division, and campus, typically through active service on committees, task forces, and councils.
- b) Any additional activities from the following list:
 - i) Leadership roles on committees and councils, especially at the campus or University levels, including faculty governance
 - ii) A major role in student recruiting, retention, or advising initiatives
 - iii) Service to state and national governmental offices or agencies, or other public organizations, which might include grant review
 - iv) Awards and honors for service
 - v) Initiative and leadership in public service to the community, and evidence of the influence of these activities on community programs and policies
 - vi) Active service relationships with business and industry, including consulting,

- economic development, and the initiation and administration of partnerships
- vii) Service grants
- viii) Proposals for service grants
- ix) Service to professional societies with leadership roles (such as presidency of professional organizations) at the national level.
- x) Service to an academic discipline, such as the editorship or membership on the editorial board of a professional journal
- xi) Frequent service as a reviewer of manuscripts for professional journals and/or presentations for professional conferences

4) With balanced case as the declared area of excellence, candidates must fulfill each of the following:

In making this case, candidates demonstrate “an overall contribution” to the division, school, and university that is “comparable in excellence to that of a candidate with a single primary area.” Thus, candidates making the balanced case are expected to provide (a) evidence of research or creative activity that has made “a significant contribution to a substantial field,” (b) evidence of teaching that has made “an important contribution” inside and outside of the school, and (c) evidence of service that has made “a significant impact on the division/campus and/or the discipline.”

Candidates should have **a minimum of four peer reviewed research, teaching, and/or service publications** in scholarly outlets. As with cases based on teaching or research/creative activity, the expectation is that each aspect of the contribution will have undergone a process of peer review.

Candidates are expected to make **at least five presentations** related to research, teaching, and/or service at regional, national, and/or international scholarly conferences in their field while in rank.

For promotion from associate professor to full professor:

1) With research or creative activity as the declared area of excellence, candidates must fulfill each of the following:

- a) show a sustained national reputation of his/her contribution to the field, including through peer review by external evaluators, as well as by other indications (e.g., citations, awards) that the candidate is making important contributions in the field. While the quality of scholarly work is more important than quantity, candidates are typically expected to have a minimum of **four peer-reviewed manuscripts** in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate’s discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) while in rank (after promotion to associate professor);
- b) submit his/her most representative publications in rank reflecting major research or creative accomplishments. Whether the publication is a scholarly book, an edited volume, a book chapter, journal article, or grant that reflects a significant and evolving research agenda, or a body of creative work, evidence of significant contribution to the field, and national recognition of its quality should be provided.

The impact of the scholarship should be demonstrated through national and/or international dissemination through scholarly journals and academic presses, particularly those that are peer reviewed.

- c) show contributions to relevant conversations in the field such as presenting conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. While the quality of scholarly work is more important than quantity, candidates are expected to make **at least five presentations** at regional, national, and/or international scholarly conferences in their field while in rank.
- d) provide leadership within the scholarship in the field as indicated by editorial and advisory board appointments to important journals; election to offices and/or significant service contributions to committees within professional organizations; and/or organizing sessions at regional, national, or international professional conferences.

With teaching or service as the declared area of excellence, the candidate must meet the criteria for receiving a rating of satisfactory performance in research for promotion from Assistant to Associate Professor (see above).

2) With teaching as the declared area of excellence, candidates must fulfill each of the following:

- a) show a sustained national reputation for contribution in the practice and scholarship of teaching and learning. While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** related to teaching and learning in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, book chapters, grants, etc.) while in rank (after promotion to associate professor). Evidence should also be apparent in syllabi and other course materials, student evaluations and testimonials, peer reviews of teaching, and teaching awards. Impact on the field and recognition of the quality of the work should be demonstrated;
- b) show contributions to relevant conversations in teaching and learning such as presenting refereed conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. While the quality of scholarly work is more important than quantity, candidates are typically expected to make **at least five presentations** related to teaching and learning at regional, national, and/or international scholarly conferences in their field while in rank.
- c) show leadership in developing and disseminating effective instructional and curricular products as well as teaching methodologies through conference papers at national and international conferences as well as other appropriate local, regional, national, and/or international venues. While the quality of scholarly work is more important than quantity, candidates are typically expected to make **at least five presentations related to teaching and learning** at regional, national, and/or international scholarly conferences while in rank. Such leadership can also be demonstrated by serving as a reviewer or editor for scholarship of teaching and

- learning journals or academic presses which publish work on teaching and learning, and/or by offices/committee service in professional organizations focused on the scholarship of teaching and learning;
- d) document extensive work beyond the classroom with students accomplished while in rank, such as directing independent studies, internships, M.A. theses, service learning and/or undergraduate research projects. Evidence documenting appropriate learning outcomes for each activity should be provided.

With research or service as the declared area of excellence, the candidate must meet the criteria for receiving a rating of satisfactory performance in teaching for promotion from Assistant to Associate Professor (see above).

3) With service as the declared area of excellence, candidates must fulfill each of the following:

- a) show a sustained national reputation of his/her contribution to the field or the profession through ongoing and exceptional service or service activity, including through peer review by external evaluators, as well as by other indications (e.g., citations, awards) that the candidate is making important professional service contributions in the field. Examples of such accomplishments include service as an academic journal editor or as a member of the editorial board, elected offices in professional associations, significant accomplishments as a committee chair for a professional association, and significant civic engagement through roles on community boards and in offices.
- b) While the quality of scholarly work is more important than quantity, candidates are typically expected to have **a minimum of four peer-reviewed manuscripts** related to service in respected journals or the equivalent in other forms of peer-reviewed scholarship as appropriate to the candidate's discipline (e.g., monographs, textbooks, edited volumes, grants, etc.) in rank (after promotion to associate professor). Impact on the field and recognition of the quality of the work should be provided;
- c) show contributions to relevant conversations related to professional service such as presenting refereed conference papers or creative work at local, regional, national, and/or international conferences, or other appropriate venues. Candidates are expected to make **at least five presentations** related to professional service at regional, national, and/or international scholarly conferences in their field while in rank.

With research or teaching as the declared area of excellence, the candidate must meet the criteria for receiving a rating of satisfactory performance in service for promotion from Assistant to Associate Professor (see above).

4) With balanced case as the declared area of excellence, candidates must fulfill each of the following:

demonstrate "an overall contribution" to the division, school, university, and/or discipline in all three areas of teaching, research and service that is "comparable in excellence to that of a candidate with a single primary area," peer reviewed, nationally recognized, and accomplished in rank.

In making this case, candidates demonstrate “an overall contribution” to the division, school, and university that is “comparable in excellence to that of a candidate with a single primary area.” Thus, candidates making the balanced case are expected to provide:

- a) evidence of research or creative activity that has made “a significant contribution to a substantial field,”
- b) evidence of teaching that has made “an important contribution” inside and outside of the school, and
- c) evidence of service that has made “a significant impact on the school and/or the discipline.”

Candidates should have a **minimum of six peer reviewed research, teaching, and/or service publications** in scholarly outlets. As with cases based on teaching or research/creative activity, the expectation is that each aspect of the contribution will have undergone a process of peer review.

Candidates are expected to make **at least six presentations** related to research, teaching, and/or service at regional, national, and/or international scholarly conferences in their field while in rank.

The Balanced-Integrative DEI Case is a variant of the balanced case: These criteria are inclusive and complete. Faculty do not have to “bin” activities. That is, a candidate under review for promotion through an integrative case would not also be evaluated against criteria for excellence (in research, teaching, or service) or against the previous balanced case binned structure. The “balanced case-binned-highly satisfactory” case has not been removed; this type of case “balanced-integrative-DEI” has been added.¹

The Integrative DEI candidate must present integrative evidence that amounts to excellence in value to the university. Activities that “reel” people in who have categorically and historically been excluded from higher education are explicitly credited. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion. The candidate must also meet the divisional standards for satisfactory performance in their areas of faculty work: teaching, research, and service.

Diversity: Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

Equity: The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term “equality” recognizes a common humanity, “equity” recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized

¹ For IU routing, all Integrative cases will be labeled as Balanced.

solutions that fail to acknowledge structural inequities.

Inclusion: An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While "diversity" ensures adequate representation of human difference, "inclusion" solicits and centers diverse contributions.

1. Six Domains of Excellence

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion. The candidate achieves “excellent overall performance of comparable benefit to the university.” All of the following should be evident, using multiple sources of information:

Philosophy of Diversity, Equity and Inclusion	The candidate articulates a philosophy of diversity, equity and inclusion, including if appropriate any specifically targeted aspect.
Integrated Activity	The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching, research and service which demonstrably support and advance diversity, equity and inclusion.
Independence, Innovation and Initiative	The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities.
Scholarly Impact and Creative Activity	Often but not exclusively facilitated by peer-reviewed dissemination; a variety of venues for dissemination are accepted; metrics can be developed using researchmetrics.iupui.edu .
Direct Impact	Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes; tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact (e.g., contributing directly to local communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).
Future Plans	A candidate’s statement should describe plans for future development.

2. Scope for Ranks:

At the *Associate Professor* level, the candidate should have led or been an essential part of endeavors with distinct and demonstrable local outcomes. National or international dissemination is also expected as a reflection of the quality of the work. The candidate, while in rank as an Assistant Professor, is expected to be on their way to earning a national reputation for DEI expertise.

At the **Full Professor** level, the candidate, while in rank as an Associate Professor, should be seen as a direct and/or local leader and also have achieved a national or international reputation through their work in DEI.

3. Examples of DEI in practice

Dissemination

- Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
- Disseminating faculty work that involves marginalized people and/or people who have categorically and historically been excluded from higher education.
- Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
- Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international
- Policy work and impacts related to DEI
- Exhibits and performances (e.g., creative original readings; exhibits in museums, schools, galleries, and other community venues)

Grants

- External and internal grants related to DEI
- Grants serving communities of color or other marginalized communities in the United States and internationally
- Grants that include rationale related to DEI in the work/research to be conducted

Mentorship

- Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
- Serving as an advisor to a student organization related to marginalized/minoritized/under-represented groups (e.g, Black Student Union, Alliance for Immigrant Justice, Latino Student Association, African Student Association, etc.)
- Mentoring faculty/staff from underrepresented groups
- Mentoring faculty engaged in community-based research
- Program development and leadership targeting underrepresented high school students

Teaching

- Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
- Curriculum development and/or revision related to DEI
- Lead study abroad programs that explore marginalized populations and global injustices and/or that are specifically designed for underrepresented student populations.
- Membership in FACET based upon DEI

Research/Discovery/Creative Activity

- Research agenda pertaining to DEI
- Any efforts of "diversifying" (e.g., collections; newly created programs; innovations/interventions related to DEI)
- Elevate collection/data development practices to be more inclusive and equitable in an effort to better represent a diverse range of voices and perspectives
- Scholarship/research/creative activity focused on minoritized and diverse communities (e.g., community engaged research) in the United States or internationally
- Recruitment and/or retention of diverse research teams/personnel

Service

- Community board service linked to DEI
- Chairing a DEI-based board
- Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)
- Consulting work (paid or unpaid) related to DEI
- Any efforts to increase the presence of underrepresented groups and communities in open platforms
- Service on department, school, and/or campus committee pertaining to DEI work
- Leading/delivering DEI professional development programming
- Chairing the department/school/unit diversity committee
- National service to the discipline related to DEI (e.g., elected position in national organization)
- DEI professional development (e.g., trainings, workshops, certification, reading groups)
- Policy work and impacts related to DEI
- Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
- Serving on search committees when diverse membership is requested
- Providing exposure to the research produced by underrepresented groups in open knowledge environments

Community Engagement

- Community engaged research
- Application of professional expertise in the service of marginalized members of the community and/or community members who have been categorically and historically excluded from higher education.
- Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)

- Policy work and impacts related to DEI
- Scholarship creation and/or management
- Active recruitment of diverse students

Awards

- Regional, statewide, national, international, local (campus), and/or community-based awards and/or recognitions for DEI work
- FACET awards based on DEI work

The Balanced-Integrative Thematic Case is a variant of the balanced case: The Division of Liberal Arts adopts the criteria for the Balanced-Integrative Thematic Case as stated in the IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, 2022-2023 (p. 21):

“In this case type, the candidate’s activities and accomplishments are interrelated, around a chosen theme. Individual items need not be labelled or separated as belonging exclusively to teaching, research, or service. However, the candidate should demonstrate how teaching, research, and service are expressed by the items: for example, a particular grant may have both teaching and research aspects or a publication may advance disciplinary knowledge (research) and but also be a result of collaboration with practitioners (service). Candidates will state their integrative philosophy and show how their most important accomplishments demonstrate peer-evaluated impact and quality.

- IUPUI P&T Guidelines name three areas with “should have that work acknowledged and rewarded in the review process”:
 - o Diversity, Equity, and Inclusion (see Balanced-Integrative-DEI case above)
 - o Civic Engagement
 - o Translational Research
 - o Teaching: Honors College; Profiles of Learning for Undergraduate Success, RISE to the IUPUI Challenge/Experiential Learning, University College.

Balanced-Integrative cases may address one of these values as their philosophy, but this list is not exhaustive. The strongest cases will be tied to unit missions and goals. Schools and departments may develop templates and expectations for themes particularly relevant to their units.

Balanced Integrative cases will demonstrate that the candidate possesses these characteristics: • Evidence of at least satisfactory performance in teaching, research/creative activity, and service.

- A clearly articulated philosophy / defined theme which is reflected in the interrelated activities across teaching, research/creative activity, and service.
- Independence, innovation, and initiative: The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidates need to describe their own roles and responsibilities.
 - o Scholarly and direct impact and demonstrated quality. Academic peer review is required as a component of assessing scholarly (research, creative activity) impact; professional or academic peer review as well as other indicators of quality and impact would support assessments of teaching- and service- oriented activities.

- o A cumulative record that supports an argument for overall excellent contribution to the unit and university.
- o Increasing development over time. A candidate’s statement should describe plans for the future.”

C. Lecturers and Teaching Professors

Promotion to Senior Lecturer

Lecturers’ responsibilities are divided entirely between teaching and service. Promotion to the rank of Senior Lecturer is recognition of sustained accomplishment of these responsibilities. Promotion also signals confidence that the candidate is capable of greater achievements in these areas. While there is not a minimum required length of service prior to promotion to Senior Lecturer, at least five years of service as a Lecturer is typical of candidates for promotion to Senior Lecturer.

The candidate is required to show a record of excellence in teaching and satisfactory performance in service. In demonstrating teaching excellence, candidates for Senior Lecturer must show convincing evidence that their performance in the classroom has been of high quality, as judged by divisional standards, and that they have made important contributions to student learning. The specific criteria pertaining to teaching excellence are listed below under “Excellence in Teaching for Promotion to Senior Lecturer and Teaching Professor.” The standards for satisfactory service are described below under “Satisfactory Performance in Service for Promotion to Senior Lecturer and Teaching Professor.”

Promotion to Teaching Professor

Lecturers and Senior Lecturers’ responsibilities are divided entirely between teaching and service. Promotion to the rank of Teaching Professor is recognition of sustained accomplishment of the responsibilities assigned to Lecturers and Senior Lecturers. Promotion to Teaching Professor also signals the candidate’s significant contributions to advancing the teaching mission of the division, school, campus, and/or university. While there is not a minimum required length of service prior to promotion to Teaching Professor, at least ten years of service in the Lecturer ranks is typical of candidates for promotion to Teaching Professor.

The candidate is required to show a record of excellence in teaching and satisfactory performance in service. In demonstrating teaching excellence, candidates for Teaching Professor must show convincing evidence that they have sustained a high level of classroom performance, as judged by divisional standards, and that they have made important contributions to teaching and learning that extend beyond their classroom to engage their school, campus, university, discipline, and/or regional community. The specific criteria pertaining to teaching excellence are listed below under “Excellence in Teaching for Promotion to Senior Lecturer and Teaching Professor.” The standards for satisfactory service are described below under “Satisfactory Performance in Service for Promotion to Senior Lecturer and Teaching Professor.”

Excellence in Teaching for Promotion to Senior Lecturer and Teaching Professor

Candidates for Senior Lecturer must meet criteria 1, 2, and 3. Candidates for Teaching Professor must meet criteria 1, 2, 3, and 4.

- 1) Demonstrate achievement of excellence in instruction by documenting extraordinarily successful teaching and learning outcomes grounded in a sophisticated teaching philosophy. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in instruction:
 - a) incorporating a RISE component – research or artistic work, international experience, service learning, experiential learning - in courses,
 - b) contributing to the success and retention of first-year students,
 - c) contributing to programmatic assessment of learning,
 - d) mapping course learning outcomes onto program and university learning outcomes,
 - e) mapping course goals and outcomes onto national standards and relevant scholarship.
- 2) Demonstrate impact of student learning outcomes on instruction by:
 - a) using student input (e.g., student evaluations) to inform teaching practice,
 - b) using documented student learning outcomes to inform teaching practice,
- 3) Include in their candidate statement a distinct teaching philosophy statement informed by reflection on input from student learning outcomes, student evaluations, and peer evaluations.
- 4) Demonstrate a record of peer reviewed scholarship that supports teaching which is publicly disseminated through presentation or publication (Teaching Professor candidates only).

Candidates for Senior Lecturer and Teaching Professor must also meet one of the following criteria, 5, 6, or 7.

- 5) Excellent achievement in course or curricular development. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in this area:
 - a) delivering presentations or workshops on teaching or participating in panel discussions on teaching,
 - b) teaching a course that the candidate has not previously taught or that the program has not previously offered,
 - c) teaching a course implementing a new course content delivery system,
 - d) using research-supported teaching practices to promote student learning,
 - e) participating in a grant-funded teaching-related project,
 - f) developing an academic program,
 - g) authoring peer-reviewed research on teaching and learning including textbooks and pedagogical articles.
- 6) Excellent achievement in student mentoring or advising. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in this area:
 - a) students' awards, presentations, scholarships, graduate school acceptances,
 - b) advising or sponsoring a student club or a co-curricular activity,
 - c) supervising service learning, independent study projects, internships, or student research,

- d) providing recommendations for student scholarships, graduate programs, awards, and employment.
- 7) Excellent achievement in service in support of teaching and learning. Candidates must demonstrate excellence in this performance area through either a) or b) below:
 - a) Campus service related to teaching. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in this area:
 - i) serving on teaching-related divisional, school, campus, and/or university committees,
 - ii) providing peer evaluations of faculty teaching,
 - iii) mentoring faculty in teaching,
 - iv) coordinating or directing a course, a program, or area.
 - b) Community or disciplinary service related to teaching. For example, activities including but not limited to those listed below may provide evidence of achievement of excellence in this area:
 - i) outreach to adult learners in the community,
 - ii) outreach to K-12 students and teachers in the community,
 - iii) participating in a grant-funded teaching-related community service project,
 - iv) serving on a committee and/or in a leadership role for a teaching-related disciplinary organization,
 - v) serving as a peer reviewer of teaching-related articles, books, or manuals,
 - vi) serving on a teaching-related journal's editorial board.

Satisfactory Performance in Service for Promotion to Senior Lecturer and Teaching Professor

All faculty have responsibilities for university service. University service supports and develops IUPUI and its schools and units. In demonstrating satisfactory service, candidates for Senior Lecturer and Teaching Professor must show convincing evidence that their service has been satisfactory in quality as well as in quantity. Service may include, but is not limited to, professional and university service, including advising, committee membership, and community work directly related to the candidate's disciplinary expertise.

The Balanced-Integrative DEI Case is a variant of the balanced case: These criteria are inclusive and complete. Faculty do not have to "bin" activities. That is, a candidate under review for promotion through an integrative case would not also be evaluated against criteria for excellence (in teaching or service) or against the previous balanced case binned structure. The "balanced case-binned-highly satisfactory" case has not been removed; this type of case "balanced-integrative-DEI" has been added.²

The Integrative DEI candidate must present integrative evidence that amounts to excellence in value to the university. Activities that "reel" people in who have categorically and historically been excluded from higher education are explicitly credited. It is important to note that Integrative DEI cases are reviewed holistically and represent a marked departure from making clear distinctions

² For IU routing, all Integrative cases will be labeled as Balanced.

among research, teaching and service as separate areas of review. Cases present a comprehensive argument for excellence across an integrated array of scholarly activities aligned with diversity, equity and inclusion. The candidate must also meet the divisional standards for satisfactory performance in their areas of faculty work: teaching and service.

Diversity: Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

Equity: The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term "equality" recognizes a common humanity, "equity" recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized solutions that fail to acknowledge structural inequities.

Inclusion: An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While "diversity" ensures adequate representation of human difference, "inclusion" solicits and centers diverse contributions.

4. Six Domains of Excellence

The candidate demonstrates excellence across an array of integrated scholarly activities aligned with diversity, equity and inclusion. The candidate achieves “excellent overall performance of comparable benefit to the university.” All of the following should be evident, using multiple sources of information:

Philosophy of Diversity, Equity and Inclusion	The candidate articulates a philosophy of diversity, equity and inclusion, including as appropriate defining the exact nature of the population(s) targeted. This philosophy is a part of, or in addition to, or encompasses, the candidate’s teaching philosophy, which is also required.
Integrated Activity	The candidate has interrelated activities and accomplishments as an IUPUC faculty member in teaching and service which demonstrably support and advance the teaching mission with respect to diversity, equity and inclusion.
Independence, Innovation and Initiative	The candidate articulates their personal role as an essential and generative actor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; the candidate needs to describe their own roles and responsibilities. <ul style="list-style-type: none"> • For senior lecturers, a leadership role is expected. • For teaching professor candidates, leadership would result in some relevant peer-reviewed dissemination.
Dissemination	<ul style="list-style-type: none"> • For senior lecturers, external dissemination is not required. • For teaching professors, some peer-reviewed dissemination is expected.

Direct Impact	Effective evaluation of diversity, equity and inclusion initiatives should demonstrate distinct outcomes; tying to unit (program, department, school, campus or university) missions strengthens the importance of the impact (e.g., contributing directly to local communities using professional expertise, recruiting diverse students to undergraduate or graduate programs, diversifying curricula, etc.).
Future Plans	Increasing development over time. A candidate's statement should describe plans for the future. <ul style="list-style-type: none"> • For teaching professor, sustained excellence over time is expected.

5. Scope for Ranks:

At the *senior lecturer* level, the candidate should have led or been an essential part of endeavors with distinct and demonstrable local outcomes. External dissemination is not required.

At the *teaching professor* level, the candidate should be seen as a direct and/or local leader of endeavors with distinct and demonstrable local outcomes, disseminated peer-reviewed work, and also have achieved a reputation of sustained excellence.

6. Examples of DEI in practice

Teaching

- Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
- Curriculum development and/or revision related to DEI
- Lead study abroad programs that explore marginalized populations and global injustices and/or that are specifically designed for underrepresented student populations.
- Membership in FACET based upon DEI

Dissemination

- Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
- Disseminating faculty work that involves marginalized people and/or people who have categorically and historically been excluded from higher education
- Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
- Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international
- Policy work and impacts related to DEI
- Exhibits and performances (e.g., creative original readings; exhibits in museums, schools, galleries, and other community venues)

Grants

- External and internal grants related to DEI
- Grants serving communities of color or other marginalized communities in the United States and internationally
- Grants that include rationale related to DEI in the work/research to be conducted

Mentorship

- Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
- Serving as an advisor to a student organization related to marginalized/minoritized/underrepresented groups (e.g, Black Student Union, Alliance for Immigrant Justice, Latino Student Association, African Student Association, etc.)
- Mentoring faculty/staff from underrepresented groups
- Mentoring faculty engaged in community-based research
- Program development and leadership targeting underrepresented high school students

Service

- Community board service linked to DEI
- Chairing a DEI-based board
- Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)
- Consulting work (paid or unpaid) related to DEI
- Any efforts to increase the presence of underrepresented groups and communities in open platforms
- Service on department, school, and/or campus committee pertaining to DEI work
- Leading/delivering DEI professional development programming
- Chairing the department/school/unit diversity committee
- National service to the discipline related to DEI (e.g., elected position in national organization)
- DEI professional development (e.g., trainings, workshops, certification, reading groups)
- Policy work and impacts related to DEI
- Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
- Serving on search committees when diverse membership is requested

- Providing exposure to the research produced by underrepresented groups in open knowledge environments

Community Engagement

- Community engaged research
- Application of professional expertise in the service of marginalized members of the community and/or community members who have been categorically and historically excluded from higher education
- Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
- Policy work and impacts related to DEI
- Scholarship creation and/or management
- Active recruitment of diverse students

Awards

- Regional, statewide, national, international, local (campus), and/or community-based awards and/or recognitions for DEI work
- FACET awards based on DEI work